

Section E: Program Matrix

Program Review Matrix School Counseling			
CACREP Core Standard 1 Professional Identity: Studies that provide an understanding of all of the following aspects of professional functioning. <ul style="list-style-type: none"> History and philosophy of the counseling profession, including significant factors and events; Professional roles, functions, and relationships with other human service providers; Technological competence and computer literacy; Professional organizations, primarily ACA, its divisions, branches, and affiliates, including membership benefits, activities, services to members, and current emphases; Professional credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues; Public and private policy processes, including the role of the professional counselor in advocating on behalf of the profession; Advocacy processes needed to address institutional and social barriers that impede access, equity, and success for client; and Ethical standards of ACA and related entities, and applications of ethical and legal considerations in professional counseling. 			Rubric Score (Evaluator use only).
<i>Provide information and evidence that students meet this CACREP Standard. Address at the overall standard level, not standard indicators.</i>			
Course Where Standard Is Assessed	Field Experience Where Standard Is Assessed	Artifacts/Evidence What artifact is used to provide evidence the standard has been met? (quantitative/qualitative)	

Data - Provide summary of data collected to provide evidence that students meet CACREP Core Standard 1. Scoring rubrics and student samples will be required at the site visit. This element should be addressed at the overall standard level, not standard indicators. Please provide information in graphic and/or narrative format below, as appropriate for the type of assessment.

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CACREP Core Standard 2 Social and Cultural Diversity: Studies that provide an understanding of the cultural context of relationships, issues and trends in a multicultural and diverse society related to such factors as culture, ethnicity, nationality, age, gender, sexual orientation, mental and physical characteristics, education, family values, religious and spiritual values, socioeconomic status and unique characteristics of individuals, couples, families, ethnic groups, and communities including all of the following: <ul style="list-style-type: none"> • Multicultural and pluralistic trends, including characteristics and concerns between and within diverse groups nationally and internationally; • Attitudes, beliefs, understandings, and acculturative experiences, including specific experiential learning activities; • Individual, couple, family, group and community strategies for working with diverse populations and ethnic groups; • Counselors' roles in social justice advocacy and conflict resolution, cultural self-awareness, the nature of biases, prejudices, processes of intentional unintentional oppression and discrimination, and other culturally supported behaviors that are detrimental to the growth of the human spirit, mind, or body; • Theories of multicultural counseling, theories of identity development, and multicultural competencies; and • Ethical and legal considerations. 			Rubric Score (Evaluator use only).
<i>Provide information and evidence that students meet this CACREP Standard. Address at the overall standard level, not standard indicators.</i>			
Course Where Standard Is Assessed	Field Experience Where Standard Is Assessed	Artifacts/Evidence What artifact is used to provide evidence the standard has been met? (quantitative/qualitative)	

Data - Provide summary of data collected to provide evidence that students meet CACREP Core Standard 2. Scoring rubrics and student samples will be required at the site visit. This element should be addressed at the overall standard level, not standard indicators. Please provide information in graphic and/or narrative format below, as appropriate for the type of assessment.

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CACREP Core Standard 3 Human Growth and Development: Studies that provide an understanding of the nature and needs of individuals at all developmental levels, including all of the following: <ul style="list-style-type: none"> • Theories of individual and family development and transitions across the life-span; • Theories of learning and personality development; • Human behavior including an understanding of developmental crises, disability, exceptional behavior, addictive behavior, psychopathology, and situational and environmental factors that affect both normal and abnormal behavior; • Strategies for facilitating optimum development over the life-span; and • Ethical and legal considerations. 			Rubric Score (Evaluator use only).
<i>Provide information and evidence that students meet this CACREP Standard. Address at the overall standard level, not standard indicators.</i>			
Course Where Standard Is Assessed	Field Experience Where Standard Is Assessed	Artifacts/Evidence What artifact is used to provide evidence the standard has been met? (quantitative/qualitative)	

Data - Provide summary of data collected to provide evidence that students meet CACREP Core Standard 3. Scoring rubrics and student samples will be required at the site visit. This element should be addressed at the overall standard level, not standard indicators. Please provide information in graphic and/or narrative format below, as appropriate for the type of assessment.

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CACREP Core Standard 4 Career Development: Studies that provide an understanding of career development and related life factors, including all of the following: <ul style="list-style-type: none"> • Career development theories and decision-making models. • Career, avocational, educational, occupational and labor market information resources, visual and print media, computer-based career information systems, and other electronic career information systems; • Career development program planning, organization, implementation, administration, and evaluation; • Interrelationships among and between work, family, and other life roles and factors including the role of diversity and gender in career development; • Career and educational planning, placement, follow-up, and evaluation; • Assessment instruments and techniques that are relevant to career planning and decision making; • Technology-based career development applications and strategies, including computer-assisted career guidance and information systems and appropriate World Wide Web sites; • Career counseling processes, techniques, and resources, including those applicable to specific populations; and • Ethical and legal considerations. 			Rubric Score (Evaluator use only).
<i>Provide information and evidence that students meet this CACREP Standard. Address at the overall standard level, not standard indicators.</i>			
Course Where Standard Is Assessed	Field Experience Where Standard Is Assessed	Artifacts/Evidence What artifact is used to provide evidence the standard has been met? (quantitative/qualitative)	

Data - Provide summary of data collected to provide evidence that students meet CACREP Core Standard 4. Scoring rubrics and student samples will be required at the site visit. This element should be addressed at the overall standard level, not standard indicators. Please provide information in graphic and/or narrative format below, as appropriate for the type of assessment.

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CACREP Core Standard 5 Helping Relationships: Studies that provide an understanding of counseling and consultation processes, including all of the following: <ul style="list-style-type: none"> • Counselor and consultant characteristics and behaviors that influence helping processes including age, gender, and ethnic differences, verbal and nonverbal behaviors and personal characteristics, orientations, and skills; • An understanding of essential interviewing and counseling skills so that the student is able to develop a therapeutic relationship, establish appropriate counseling goals, design intervention strategies, evaluate client outcome, and successfully terminate the counselor-client relationship. Studies will also facilitate student self-awareness so that the counselor-client relationship is therapeutic and the counselor maintains appropriate professional boundaries; • Counseling theories that provide the student with a consistent model(s) to conceptualize client presentation and select appropriate counseling interventions. Student experiences should include an examination of the historical development of counseling theories, an exploration of affective, behavioral, and cognitive theories, and an opportunity to apply the theoretical material to case studies. Students will also be exposed to models of counseling that are consistent with current professional research and practice in the field so that they can begin to develop a personal model of counseling; • A systems perspective that provides an understanding of family and other systems theories and major models of family and related interventions. Students will be exposed to a rationale for selecting family and other systems theories as appropriate modalities for family assessment and counseling. • A general framework for understanding and practicing. Student experiences should include an examination of the historical development of consultation, an exploration of the stages of consultation and the major models of consultation, and an opportunity to apply the theoretical material to case presentations. Students will begin to develop a personal model of consultation; • Integration of technological strategies and applications within counseling and consultation processes; and • Ethical and legal considerations. 			Rubric Score (Evaluator use only).
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Course Where Standard Is Assessed	Field Experience Where Standard Is Assessed	Artifacts/Evidence What artifact is used to provide evidence the standard has been met? (quantitative/qualitative)	

Data - Provide summary of data collected to provide evidence that students meet CACREP Core Standard 5. Scoring rubrics and student samples will be required at the site visit. This element should be addressed at the overall standard level, not standard indicators. Please provide information in graphic and/or narrative format below, as appropriate for the type of assessment.

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CACREP Core Standard 6 Group Work: Studies that provide both theoretical and experiential understandings of group purpose, development, dynamics, counseling theories, group counseling methods and skills, and other group approaches, including all of the following: <ul style="list-style-type: none"> Principles of group dynamics, including group process components, developmental stage theories, group members' roles and behaviors, and therapeutic factors of group work; Group leadership styles and approaches, including characteristics of various types of group leaders and leadership styles; Theories of group counseling, including commonalities, distinguishing characteristics, and pertinent research and literature; Group counseling methods, including group counselor orientations and behaviors, appropriate selection criteria and methods, and methods of evaluation of effectiveness; Approaches used for other types of group work, including task groups, psychoeducational groups, and therapy groups; Professional preparation standards for group leaders; and Ethical and legal considerations 			Rubric Score (Evaluator use only).
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Data - Provide summary of data collected to provide evidence that students meet CACREP Core Standard 6. Scoring rubrics and student samples will be required at the site visit. This element should be addressed at the overall standard level, not standard indicators. Please provide information in graphic and/or narrative format below, as appropriate for the type of assessment.

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CACREP Core Standard 7 Assessment: Studies that provide an understanding of individual and group approaches to assessment and evaluation, including all of the following: <ul style="list-style-type: none"> • Historical perspectives concerning the nature and meaning of assessment; • Basic concepts of standardized and nonstandardized testing and other assessment techniques including norm-referenced and criterion-referenced assessment, environmental assessment, performance assessment, individual and group test and inventory methods, behavioral observations, and computer-managed and computer-assisted methods; • Statistical concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations; • Reliability (i.e., theory of measurement error, models of reliability, and the use of reliability information); • Validity (i.e., evidence of validity, types of validity, and the relationship between reliability and validity); • Age, gender, sexual orientation, ethnicity, language, disability, culture, spirituality, and other factors related to the assessment and evaluation of individuals, groups, and specific populations; • Strategies for selecting, administering, and interpreting assessment and evaluation instruments and techniques in counseling; • An understanding of general principles and methods of case conceptualization, assessment, and/or diagnoses of mental and emotional status; and • Ethical and legal considerations. 			Rubric Score (Evaluator use only).
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Data - Provide summary of data collected to provide evidence that students meet CACREP Core Standard 7. Scoring rubrics and student samples will be required at the site visit. This element should be addressed at the overall standard level, not standard indicators. Please provide information in graphic and/or narrative format below, as appropriate for the type of assessment.

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CACREP Core Standard 8 Research and Program Evaluation: Studies that provide an understanding of research methods, statistical analysis, needs assessment, and program evaluation, including all of the following: <ul style="list-style-type: none"> • The importance of research and opportunities and difficulties in conducting research in the counseling profession; • Research methods such as qualitative, quantitative, single-case designs, action research, and outcome-based research; • Use of technology and statistical methods in conducting research and program evaluation, assuming basic computer literacy; • Principles, models, and applications of needs assessment, program evaluation, and use of findings to effect program modifications; • Use of research to improve counseling effectiveness; and • Ethical and legal considerations. 			Rubric Score (Evaluator use only).
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Data - Provide summary of data collected to provide evidence that students meet CACREP Core Standard 8. Scoring rubrics and student samples will be required at the site visit. This element should be addressed at the overall standard level, not standard indicators. Please provide information in graphic and/or narrative format below, as appropriate for the type of assessment.

Program Review Matrix School Counseling			
CACREP Standard A: Foundations of School Counseling The following curriculum experiences and demonstrated knowledge and skills are required of all students in the program: <ul style="list-style-type: none"> • history, philosophy, and current trends in school counseling and educational systems • relationship of the school counseling program to the academic and student services programs in the school • role, function, and professional identity of the school counselor in relation to the roles of other professional and support personnel in the school • strategies of leadership designed to enhance the learning environment of schools • knowledge of the school setting, environment, and PK-12 curriculum • current issues, policies, and legislation relevant to school counseling • the role of racial, ethnic, and cultural heritage, nationality, socioeconomic status, family structure, age, gender, sexual orientation, religious and spiritual beliefs, occupation, physical and mental status, and equity issues in school counseling • knowledge and understanding of community, environmental, and institutional opportunities that enhance, as well as barriers that impede student academic, career, and personal/social success and overall development • knowledge and application of current and emerging technology in education and school counseling to assist students, families, and educators in using resources that promote informed academic, career, and person/social choices • ethical and legal considerations related specifically to the practice of school counseling (e.g., the <i>ACA Code of Ethics</i> and the <i>ASCA Ethical Standards for School Counselors</i>) 			Rubric Score (Evaluator use only).
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Data - Provide summary of data collected to provide evidence that students meet CACREP Standard A. Scoring rubrics and student samples will be required at the site visit. This element should be addressed at the overall standard level, not standard indicators. Please provide information in graphic and/or narrative format below, as appropriate for the type of assessment.

CACREP Standard B: Contextual Dimensions of School Counseling			Rubric Score (Evaluator use only).
Studies that provide an understanding of the coordination of counseling program components as they relate to the total school community, including all of the following: <ul style="list-style-type: none"> • advocacy for all students and for effective school counseling programs • coordination, collaboration, referral, and team-building efforts with teachers, parents, support personnel, and community resources to promote program objectives and facilitate successful student development and achievement of all students • integration of the school counseling program into the total school curriculum by systematically providing information and skills training to assist PK-12 students in maximizing their academic, career, and personal/social development • promotion of the use of counseling and guidance activities and programs by the total school community to enhance a positive school climate • methods of planning for and presenting school counseling-related educational programs to administrators, teachers, parents, and the community • knowledge of prevention and crisis intervention strategies 			
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Data - Provide summary of data collected to provide evidence that students meet CACREP Standard B. Scoring rubrics and student samples will be required at the site visit. This element should be addressed at the overall standard level, not standard indicators. Please provide information in graphic and/or narrative format below, as appropriate for the type of assessment.

CACREP Standard C: Knowledge and Skill Requirements for School Counselors			Rubric Score (Evaluator use only).
Program Development, Implementation, and Evaluation <ul style="list-style-type: none"> • use, management, analysis, and presentation of data from school-based information (e.g., standardized testing, grades, enrollment, attendance, retention, placement), surveys, interviews, focus groups, and needs assessments to improve student outcomes • design, implementation, monitoring, and evaluation of comprehensive developmental school counseling programs, (e.g., the <i>ASCA National Standards for School Counseling Programs</i>) including an awareness of various systems that affect students, school, and home • implementation and evaluation of specific strategies that meet program goals and objectives • identification of student academic, career, and personal/social competencies and the implementation of processes and activities to assist students in achieving these competencies • preparation of an action plan and school counseling calendar that reflect appropriate time commitments and priorities in a comprehensive developmental school counseling program • strategies for seeking and securing alternative funding for program expansion • use of technology in the design, implementation, monitoring, and evaluation of a comprehensive school counseling program Counseling and Guidance <ul style="list-style-type: none"> • individual and small-group counseling approaches that promote school success, through academic, career, and personal/social development for all • individual, group, and classroom guidance approaches systematically designed to assist all students with academic, career and personal/social development • approaches to peer facilitation, including peer helper, peer tutor, and peer mediation programs • issues that may affect the development and functioning of students (e.g., abuse, violence, eating disorders, attention deficit hyperactivity disorder, childhood depression, and suicide) • developmental approaches to assist all students and parents at points of educational transition (e.g., home to elementary school, elementary to middle to high school, high school to postsecondary education, and career options) • constructive partnerships with parents, guardians, families, and communities in order to promote each student's academic, career, and personal/social success • systems theories and relationships among and between community systems, family systems, and school systems, and how they interact to influence the students and affect each system • approaches to recognizing and assisting children and adolescents who may use alcohol or other drugs or who may reside in a home where substance abuse occurs Consultation <ul style="list-style-type: none"> • strategies to promote, develop, and enhance effective teamwork within the school and larger community • theories, models, and processes of consultation and change with teachers, administrators, other school personnel, parents, community groups, agencies, and students as appropriate • strategies and methods of working with parents, guardians, families, and communities to empower them to act on behalf of their children • knowledge and skills in conducting programs that are designed to enhance students' academic, social, emotional, career, and other developmental needs 			
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Data - Provide summary of data collected to provide evidence that students meet CACREP Standard C. Scoring rubrics and student samples will be required at the site visit. This element should be addressed at the overall standard level, not standard indicators. Please provide information in graphic and/or narrative format below, as appropriate for the type of assessment.

CACREP Standard D: Clinical Instruction For the School Counseling Program, the 600 clock hour internship occurs in a school counseling setting, under the supervision of a site supervisor. The requirement includes a minimum of 240 direct service clock hours.			Rubric Score (Evaluator use only).
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Data - Provide summary of data collected to provide evidence that students meet CACREP Standard D. Scoring rubrics and student samples will be required at the site visit. This element should be addressed at the overall standard level, not standard indicators. Please provide information in graphic and/or narrative format below, as appropriate for the type of assessment.